DOCUMENT RESUME

ED 295 705 JC 880 273

AUTHOR Bell, James
TITLE Written Assignments for Abnormal Psychology at Howard Community College, Fall 1988.
INSTITUTION Howard Community Coll., Columbia, Md.
PUB DATE 88
NOTE 34p.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; *Content Area Writing; Course Descriptions; Course Organization; Instructional Materials; *Psychology; Reading Materials; Study Guides; Teacher Developed Materials; Two Year Colleges; Writing (Composition); *Writing Exercises; Writing Skills

ABSTRACT

Designed for students enrolled in an Abnormal Psychology course at Howard Community College (Maryland), this booklet explains the requirements for the course's writing assignments, which are designed to teach the skills of comparison and contrast, analysis, critical thinking, and synthesis. Following an overview of class assignments and activities, requirements for written assignments, and the role of the instructor, the booklet lists and provides instructions for completing the course's 13 writing assignments. The assignments ask students to: (1) summarize the therapy used in "Dibs: In Search of Self," a case study and assigned reading; (2) analyze and document who Dibs hated most; (3) summarize the essay "On Being Sane in Insane Places"; (4) integrate information from three abnormal psychology textbooks to draw conclusions and answer the question, "How do we decide if a certain pattern of behavior is abnormal?"; (5) conduct research in the library on the possible causes of mental illness; (6) respond to a series of analytical questions about "I Never Promised You a Rose Garden"; (7) answer questions about "Is There No Place on Earth for Me?"; (8) list the pros and cons of electroconvulsive shock therapy; (9) write an essay discussing whether McMurphy in "One Flew over the Cuckoo's Nest" was insane; (10) use library resources to summarize three research findings on mental illness; (11) prepare an essay discussing some aspect of mental hospitals; (12) write a 10- to 14-page paper integrating material from at least three of the case studies read in the course; and (13) describe the eight most important things learned from the course. Assignments include hints, specific requirements, and examples. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED295705

WRITTEN ASSIGNMENTS FOR ABNORMAL PSYCHOLOGY AT HOWARD COMMUNITY COLLEGE

FALL 1988

DR. JAMES BELL

PROFESSOR OF PSYCHOLOGY

HOWARD COMMUNITY COLLEGE

COLUMBIA, MARYLAND 21044

The materials in this document are used in my Abnormal Psychology course that I teach once a year. If you teach psychology courses and require written work, I would be interested in receiving a copy of the materials you use. Thanks in advance.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Bell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 880 273

WRITTEN ASSIGNMENTS FOR ABNORMAL PSYCHOLOGY AT HOWARD COMMUNITY COLLEGE

Abnormal Psychology is taught once a year to a class of between 15 and 25 freshmen and sophomore students. Class time is used for seeing films, discussing the films, and discussing the homework readings. There are no lectures, no pop quizzes, and no tests. Written handouts and study guides are used to guide the homework reading. Homework involves reading, thinking, and then writing. The readings are 4 case studies, articles on abnormal behavior, and selections from books in the library. The writing assignments are designed to teach the skills of comparison and contrast, analysis, critical thinking, and synthesis. Students are evaluated on their written assignments. If the assignment does not show mastery of the topic, students are given a second chance to write the assignment.

General Psychology is a prerequisite for Abnormal Psychology. In General Psychology students wrote weekly assignments dealing with summarizing and critical thinking. In Abnormal Psychology students learn to use the American Psychological Association format for writing papers and learn how to use the library to find abnormal psychology sources. A booklet to teach the American Psychological Association format for writing has been developed along with a booklet which teaches library searching skills. This document contains the requirements for the written assignments.

WRITTEN WORK IN ABNORMAL PSYCHOLOGY (PY 203)

OVERVIEW INFORMATION - Read these first four pages to get an overview of this course. Using written course materials and following directions are crucial to success in this course. This course has a prerequisite of General Psychology (PY 101). If you have not had that course, see me right after class.

1. **READING MATERIALS FOR THIS COURSE.** (Due dates are listed on the Assignment Sheets for all homework.)

   a. **4 Case Studies** (all paperbacks purchased in the bookstore)
      1) Dibs - easy to read, very interesting, short, positive ending. Provides information on symptoms, play therapy, the process of therapy, influence of the family.

      2) I Never Promised You A Rose Garden - reads like a novel but is autobiographical, fascinating look into the mind of a person seriously mentally ill, a look at treatment before drugs were so widely used, family influences, life on the ward, hospital life, possible causes, symptoms. Difficult to follow in spots. Don't worry about understanding the meaning of her created world.

      3) Is There No Place On Earth For Me? - recent book, information on drugs and various types of therapy, shows the difficulty in treating schizophrenia today, effects of a mentally ill family member on the family, hospital life, symptoms, actual case which won major awards for writing, book is detailed in spots and long. Hard going in spots.

      4) One Flew Over the Cuckoo's Nest - novel, presents life in a mental hospital from a different perspective, raises questions about the value of some treatments and the way hospitals are run, book has definite perspective. Very interesting reading.

   b. **Selected Articles**
      Designed to cover topics not covered in the case studies.

   c. **LRC Readings**
      Designed to broaden your knowledge of abnormal psychology.

   d. **Using An Abnormal Psychology Textbook**
      Previous students recommended against purchasing and studying an abnormal psychology textbook. They did suggest letting students know about textbooks in the LRC which can be checked out and read with specific topics in mind. They suggested using abnormal psychology textbooks as reference sources to look up specific topics to read and think about. See BF 173 and RC 454.

   e. The reading materials were chosen for their high interest and their insights into the issues of abnormal behavior.

2. **WRITTEN WORK** (Usually done outside of class.)

a. There are no tests in this class by request of previous students. Instead there are a number of written assignments.

b. The way that I measure how much you are learning is through your written assignments. Although writing does take time (writing follows thought which takes time and many students have not learned how to do high quality written assignments), you learn better when you write and explain your ideas, you get practice in higher levels of thinking, and you provide me information to evaluate so I can see what you are learning.

c. The written assignments build to the final Integrative Paper.
   1) I assume that you can write a good summary now.
   2) We will work on writing during the course.
   3) By the end of the course you will write a paper with a title page, bibliography, citations (psychological footnotes), topic sentences, transitions, conclusions and is organized. You will use the thinking skills of analysis, critical thinking, and synthesis. You will also learn library searching skills and use them.

d. Previous students have reported that they spent on the average two hours outside of class for each hour in class. If you find you are spending significantly <u>more</u> time, please check with me during an office hour.

3. **FILMS AND VIDEOTAPES**

Some Abnormal Psychology classes take field trips. We used to. However, at a community college it is difficult to get everyone together to go. More importantly, class members and I felt that going as a class changed the environment. We looked but did not offer anything in return. We did not feel comfortable going as a group. Consequently, we will see a number of films which give a picture of abnormal psychology. The film series has gotten high marks from previous classes.

If you wish to visit a mental hospital individually, I recommend that you volunteer to help. You can observe but also provide a help to the people there. If you wish to do an "A" project in the community, talk to me during an office hour.

4. **CLASS ACTIVITIES AND GROUP DISCUSSION**

Learning from small group discussions can be a very effective way to learn. You will read about group discussion skills and work on improving your group discussion skills. Besides films and discussions, there will be a few other types of class activities, such as pair learning. There are no lectures, no pop quizzes, or closed book tests in this course.

5. **FORMAT FOR ALL WRITTEN ASSIGNMENTS**

   a. Title Page -
      1) Descriptive title and your name centered in the middle of the page.
      2) Instructor's name, class, and date in the lower right hand corner.
      3) The number one in upper right hand corner.

   b. Correct citation format within the assignment (APA Format).

   c. Complete written answers based on the learning objectives found in this handout.

   d. Bibliography Page - entitled References; alphabetical listing of all sources cited with full bibliographical information; do not number the entries.

   e. Number all pages in the upper right hand corner starting with the title pages through the References page.

6. In place of a final exam and a research paper there is a final **INTEGRATIVE PAPER.**

   All of the written assignments and many of the group discussions are designed to prepare you to think and write this final paper. Eleven sources will be needed for that paper, most of those sources will have been studied during the course. Look over the Integrative Paper at the end of this booklet to get an idea of what will be due near the end of the course. Previous students suggested this note here to alert you to the fact that the reading throughout the course should be viewed with an eye toward the Integrative Paper (pp. 27-29).

7. Specific requirements for written work are found first in this green handout and then in the red handout. Use both together. If you have questions, please ask. Since most written work is done open book, high quality is expected.

8. Successful completion of all of the assignments on the Assignment Sheets will earn a grade of B. Assignments include consistent class attendance and participation as well as turning homework in consistently on time.

9. To earn an A you can contract to do either a research paper or a project in the community (approximately 20-25 hours). A third option is called the Plus Option. If your work through the course is consistently good work and I can see high quality and effort in those assignments, you will be able to do a small A project. Keep all of your returned assignments in a folder. At midsemester turn in that folder and I will indicate if you qualify for the small A project because of the additional quality and effort you have incorporated into the regular assignments (also you should have no more than 3 total lates and missed classes).

10. Please let me know as we go along any things that are not clear or that you think need improving. Thanks in advance. This handout has greatly benefitted from the comments and ideas of previous students.

11. During the course you will be asked for your views on the course and how to improve the course. Your candid views are helpful in improving this course. The present course has been built with the help of previous classes. If you wish to discuss any course rules after the first week, please do so in my office during an office hour.

12. EXAMPLE PAPER. In the red booklet is an essay on depression which was included to serve as an example paper. Previous students often looked there to see how to do things.

13. ROLE OF THE TEACHER
    a. Designed and organized the course to help you think and learn.

    b. Will meet individually with you at least 3 times during the course to provide feedback, answer questions, and listen.

    c. Will grade and comment on your written work with the goal of improving your thinking and writing. I plan to get the homework back to you as quickly as possible. Previous students have valued the quick feedback.

    d. Will not lecture or lead small groups. One goal of this course is to help you develop the ability to learn from each other and improve your ability to express your own ideas. I will encourage effective use of discussion time with all participating.

    e. Will answer questions when asked after discussions.

    f. Will provide a variety of interesting class activities to supplement films and discussions.

    g. Will be open to student ideas. Will actively ask for student ideas on how to improve this course.

    h. Will be available during office hours to provide individual help, or you can call me at home if necessary.

    i. Will consistently apply the grading requirements to encourage you to do your best, but will listen and decide in unusual circumstances.

Note: The next page provdes a listing of course written projects.

Based on student suggestions, I have greatly expanded the information on written assignments. This handout contains that information on the written assignments. Due dates are on the Assignment Sheets.

Titles of Assignments	Skills
I. The Therapy Used With Dibs	Summarizing
II. Who Did Dibs Hate Most?	Analysis, Documentation
III. On Being Sane In Insane Places	Summarizing
IV. How do we decide if a certain pattern of behavior is abnormal?	Conclusion Drawing
V. Finding the cause of mental illness	Integration
VI. I Never Promised You A Rose Garden	Analysis
VII. Is There No Place on Earth For Me?	Analysis
VIII. The Pros and Cons of ECT	Analysis
IX. One Flew Over The Cuckoo's Nest	LRC Researching
A. The Antisocial Personality	Finding Information
B. Is McMurphy mentally ill?	Judging
C. Selling therapy to the sociopath	
X. Psychological Facts, and Mental Illness Research	Analysis
XI. Mental Hospitals	Synthesis
XII. Integrative Paper: Summary, Analysis, LRC searching, Judging, Integration,	Synthesis
XIII. Eight Important Things Learned	Synthesis

LRC Search - Material for this assignment is in a separate handout.

NOTE: Read the relevant pages here before starting a book or assignment.

NOTE:

Since PY 101 is a prerequisite for this course, the written assignments in this course assume that you have learned how psychologists identify, interpret, and evaluate psychological facts. That information and those skills are taught in HCC's PY 101 through Getting the Facts and Critical Evaluation. If you have not studied these booklets, see me to determine if you need to study them or if you have these skills.

Read the next 7 pages before reading Dibs. These pages are designed to get you thinking about what you are learning as you read. You will learn more than is required in the written assignments.

I. THE THERAPY USED WITH DIBS SUMMARIZING

Write a summary essay in your own words (minimum of 250 words) describing the therapy used with Dibs. In the first sentence cite your source using proper psychological form - - author, year published. Create a short introduction. As you cite different ideas on the therapy, be sure to put in parentheses the author, year and the
L.O. page or pages for each idea. Write a clear purpose and underline it. Turn in both your first draft and your final copy paperclipped together. No more than 5% of the words can be directly quoted. Attach a References page at the end and a title page at the front.

Example:
Describe an idea (for example, where the therapy took place) and cite in parentheses the page number where you found that information, describe an idea on what was in the room and cite the page numbers in parentheses.

HINT: Use these key questions to help you know what to look for and to include in your answer. (1) Who was involved in the therapy? (2) Where did the therapy take place and for how long? (3) What was in the immediate environment where the therapy took place after the first session in school? Was there any special significance to what was there? (4) What was Dibs allowed to do? (5) What did the therapist do and say? (6) What are the goals for this type of therapy? (7) What were the major characteristics of this type of therapy? (8) Other questions. You may wish to include examples to clarify your answer.

HINT: I am looking for a complete, accurate, organized, properly documented (with page numbers for each idea from a different page), and a clear answer. For this assignment I will not be checking spelling, correct grammar, correct punctuation, or proofreading.

HINT: Your first task is to note carefully as you read the book all of the ideas dealing with the type of therapy. You might put a check mark next to ideas on therapy. I put a big T (for therapy) next to all ideas that I think have to do with therapy. I don't recommend that you use a library book or a book you can't write in. Later in the course you will need to use ideas from Dibs so that it is essential that you have your own copy to write in.

over please

HINT: Your second task is to make notes. Reread the sections you have noted and then go through and make notes on each aspect of therapy keeping in mind to put a page number by each idea.

HINT: Your third task is to write a rough draft. Triple space so you can easily edit your first draft, write on only one side of the paper, and don't worry about your introduction until you have quickly written a first draft.

HINT: Review the first draft to develop a clear organization. Put ideas on the same subtopic together. Look for some overall way to order your information.

HINT: Revise, edit, and polish your drafts. Check to be sure you have followed directions and have answered the key questions.

HINT: Write your final draft in a neat manner. Proofread your work. Underline the purpose. Provide an overview right after the purpose. Write an attention grabbing introduction.

HINT: Make a title page: Create a title for the summary and your name (place these in the center of the paper), name of course, instructor's name, date (lower right hand corner). Number your pages. Do a References page with your one source on a separate page. Put References near the top and center it. Skip 2 lines and do your source. Double space each entry and between entries.

HINT: You may need to review these hints twice to be sure you are set to read the book. You can read the book first and then do these hints, but previous students indicated that approach took much longer.

over please

Example Title Page

Play Therapy with Dibs

by

Nancy Oler

Abnormal Psychology
Dr. Jim Bell
4/15/87

EXAMPLE INTRODUCTION:

The book Dibs: In Search of Self (Axline, 1964) is about a troubled six year old boy named Dibs. " 'He is a strange one,' the pediatrician had said. 'Who knows? Mentally retarded? Psychotic? Brain-damaged? Who can get close enough to find out what makes him tick?' " (Axline, 1964, p. 4). Dibs had secluded himself from others by avoiding them and not communicating with them. Miss Axline, a psychotherapist, was able to get close to Dibs to help him move out of his painful world. The purpose of this essay is to describe the psychotherapy used by Miss Axline with Dibs which is called play therapy. ((Do your own introduction when you write your paper.))

HINT: ((In the next sentence provide an overview of the areas you will be discussing.)) Example: Play therapy involves a special room with special objects in it. ((Your overview will include more than these two ideas.))

HINT: ((Here are some of the ideas on play therapy that I noted and the page numbers. Note that the page numbers are for the hardback edition. I will directly quote so you can more easily note these ideas when you read them in your book.))

p. 8 "If we want to get closer to the truth we must look deeper into the reasons for our behaviors." (Chapter 2)

p. 14 "You decide what you would like to do." (Chapter 2)

p. 15 "Each time he named an object I made an attempt to communicate my recognition of his spoken word." (Chapter 2)

"I wanted him to take the initiative in building up this relationship." (Chapter 2)

p. 16 "A child is only confused by questions that have been answered by someone else before he is asked." (Chapter 2)

p. 17 "One of my objectives in building up this relationship with Dibs was to help him achieve emotional independence." (Chapter 2)

p. 27 "I attempted to keep my comments in line with his activity, trying not to say anything that would indicate any desire on my part that he'd do any particular thing, but rather to communicate, understandingly and simply, recognition in line with his frame of reference. I wanted him to lead the way. I would follow." (Chapter 4)

over please

p. 40 "A child gets his feelings of security from predictable and consistent and realistic limitations. I had hoped to help Dibs differentiate between his feelings and his actions." (end of Chapter 5)

p. 48 "In my opinion, the therapeutic value of the kind of psychotherapy is based upon the child's experiencing himself as a capable, responsible person in a relationship that tries to communicate to him two basic truths: that no one ever really knows as much about any human being's inner world as does the individual himself; and that responsible freedom grows and develops from inside the person. The child must first learn self-respect and a sense of dignity that grows out of his increasing self-understanding before he can learn to respect the personalities and rights and differences of others." (last paragraph of Chapter 6)

Example of citation:

Axline (1964, p. 48) said that the value of play therapy is that the therapist attempts to communicate to the child acceptance and confidence in the child's ability to be a responsible person.

To write this essay, I suggest you do the following:

1. As you read, note the sections dealing with play therapy, goals of play therapy, how play therapy operates, what the therapist does, what the client does.
2. Make notes on each section in your own words. Put down the page.
3. Pull related ideas together.
4. Write a general topic sentence for each topic.
5. Summarize the ideas on that topic. Put in a citation each time a different page is referred to. Triple space and write on one side only.
6. Go to the next topic until the key topics have been covered.
7. After having written the body, go back and write the introduction (try for an interesting introduction), the statement of purpose should be underlined, and write the overview of the topics to be covered.
8. Write a conclusion.
9. Do a title page and a References page.
10. Polish your summary.
11. Do your final draft. Proofread your work.

over please

EXAMPLE OF BIBLIOGRAPHY Put at the end of your paper.

References 4

Axline, Virginia. (1964). Dibs: In search of self. Boston: Houghton Mifflin Company.

II. **WHO DID DIBS HATE MOST?** **ANALYSIS AND DOCUMENTING EVIDENCE**

Write an essay in your own words describing who Dibs hated the most (minimum of 3 different examples, 200-400 words). Describe at least 3 different examples in detail to show the reader your evidence. (You may quote up to 25% of Axline's words for this essay only. For example, you might quote some of the things Dibs said. You do not have to quote but for this answer I recommend you select some quotes of Dibs' to show who he hated the most.) Include a title page and a References page. Turn in the first draft and final copy paperclipped together. Underline the purpose.

L.O.

HINT: What would be included in a good answer?

1. An answer as to who Dibs hated the most. 90% of my students say his father.
2. A purpose statement which provides an overview of your answer mentioning the 3 specific examples (underline the purpose statement when doing papers for me).
3. A lead into each example with specific information in detail describing each example. Use psychological citations with pages for each example. Be sure to indicate how each example demonstrates hate. Pick 3 of the most important examples.
4. A concluding sentence or paragraph.
5. Your essay should have these characteristics: well-organized, well developed paragraphs, specific details, good examples, complete sentences, correct spelling and grammar, clear writing.
6. Write a title page and at the end put the References page.

HINT: Were you planning to look up "hate"? Good if you were. To save you time, here is what I found.

hate - "an enduring attitude or sentiment toward a person or personlike object, manifested by anger, aversion, a desire for the person's misfortune, syn: hostility. (English, H. and English, A. A comprehensive dictionary of psychological and psychoanalytical terms. NY: McKay, 1958, p. 237)

Questions to consider

1. As you read through the book, how will you note the various examples?
2. Do you plan to organize your notes and put down the page numbers for each example?
3. Did you conclude that his father was hated the most?
4. Did you review the examples and pick out the best examples?
5. Did you cite at least 3 or did you decide to impress the teacher with more than 3?
6. Did you describe each example fully so that it was clear there was hate and it was directed toward the father?
7. Did you have a purpose statement followed by an overview which listed which examples you would be citing?
8. Did you draw a conclusion at the end?
9. Was each example properly cited?
10. Did you triple space your first draft for ease of editing?
11. Did you organize your paper?
12. Did you revise, edit, and polish your drafts?
13. Is your final copy your best effort? Does it show high quality work?
14. Did you include a title page? Did you include a References page?

III. **SUMMARIZING A PART OF "ON BEING SANE IN INSANE PLACES"** SUMMARIZING

L.O. **Write a summary of the section "The Experience Of Psychiatric Hospitalization" (200 to 350 words, in your own words, open book, out of class after reading the full article On Being Sane In Insane Places). Do a title page and references page. Cite Rosenhan (1973, and the relevant pages) in either the first or second sentence of your summary.**

Source: The article On Being Sane In Insane Places can be found in my book of readings for General Psychology (Ideas and Issues in Psychology 1987). See pp. 37-45 for the full article which I recommend you read before writing the summary. Also see the study guide on pp. 34-36 just before the article. A lot of students have this book: a copy is on reserve in the LRC at the Circulation Desk of an earlier edition.

HINTS: My Approach to Writing This Summary

Step 1: Review writing a summary in the Written Work handout (red.)

Step 2: If I did not own Ideas and Issues in Psychology (Bell, 1987), I would read the article twice making notes to use for class discussion. I would also make a copy of pp. 41-42 over the section "The Experience of Psychiatric Hospitalization."

Step 3: After reading the section "The Experience of Psychiatric Hospitalization" twice to be sure I understood what was being said, I would then start underlining and make notations in the margins. I would look for the topic sentence in each paragraph (central idea) and the key points. As in any social science source, I would also look for the author's evidence.

Step 4: After underlining, I would then start writing notes. If I were new to writing social science summaries, I would go paragraph by paragraph asking myself these questions: (1) What is the author saying in this paragraph? (2) What is important in this paragraph? (3) How do the ideas fit together in this paragraph? (4) How does this paragraph fit with the preceding paragraphs? (5) What evidence is cited to support the author's central idea and key points in this section of the article? **Hint:** triple space and write on only one side of the paper for a draft.

Step 5: After summarizing each paragraph, I would condense what I had written, see if a better organization was needed, see if I had included transitions, see if I had clearly summarized. This phase of writing is the rewriting or editing phase. (**Note:** Use topic sentences; use specific data; note that more than 1 study is described).
Good papers, are not written, they are rewritten. The reason I triple space until the final copy is to make it easier to revise. I write on only one side of my paper to allow me to cut out a section and rearrange it without having to copy it over.

Step 6: I would now do those things which would make my work a quality product (polish it). Followed by proofreading.

NOTE: If you have not previously written a summary of the section "Pseudopatients and Their Setting" p. 38, we will write that summary together in class using the Hints (B.) in the study guide.

IV. FINDING INFORMATION ON THE QUESTION "HOW DO WE DECIDE IF A CERTAIN PATTERN OF BEHAVIOR IS ABNORMAL?" DRAWING CONCLUSIONS, INTEGRATING

Write: Write the important ideas found after searching through 3 abnormal psychology textbooks to answer "How do we decide if a certain pattern of behavior is abnormal?" Put into your own words the answers from source 1 (provide the page number for each idea in your citation), then from source 2, then source 3. After the ideas from source 3 have been listed, draw a line and then write your six most important conclusions after comparing and contrasting answers. See the next page for ideas on compare and contrast. Provide psychological citations for the evidence for each of your six conclusions based on what you listed from the 3 sources. You may work with a partner. List your partner on the title page. Write a References page (alphabetical order) to put at the end.

L.O.

Example: Answer from 1 source.

How do we decide if a certain pattern of behavior is abnormal?

1. It is difficult to distinguish between normal and abnormal behavior because the terms can change with each situation (Gallatin, 1982, p. 114).

2. Defining abnormal behavior involves psychology, medicine, the law, sociology, and anthropology. Each discipline has within it disagreements (Gallatin, 1982, p. 115).

3. Anthropologists report that the concept of abnormal varies across cultures. If a woman in the US goes about unclothed from the waist up, she would be considered abnormal while in Africa such behavior is often seen as normal (Gallatin, 1982, p. 115).

4. People usually conform to the rules of their society. Those who ignore or stray outside these rules are called "strange," "abnormal," "criminal." (Gallatin, 1982, p. 115).

5. We tend to apply the label "abnormal" when we encounter a person who is either impaired or dangerous or both (Gallatin, 1982, p. 116).

6. Being impaired could include "crippled" by brain injury, by anxiety, or overwhelmed by depression (Gallatin, 1982, p. 116).

There are more ideas in Gallatin but I think these six ideas give you information on how to proceed).

NOTE: Do not use General Psychology textbooks (usually BF 121, BF 131). See BF 173 and RC 454 for Abnormal Psychology textbooks.

COMPARE AND CONTRAST

Let's think about the meaning of "compare and contrast." To stimulate your thinking, I found several sources with relevant information. To save you some time (I know you can find a dictionary and a thesaurus), I copied here what I found.

1. Compare - "1. To represent or speak of as similar, analogous, or equal... 2. To examine so as to perceive similarity or dissimilarity; state the resemblance or difference of —Syn. See Contrast." p. 275
Contrast - "1. To place in opposition so as to set off differences or discrepancies." p. 294. (Funk and Wagnalls Standard College Dictionary, 1977)

compare - to examine side by side or point by point in order to establish likeness and differences
syn - contrast
rel - equal, match, examine, inspect, observe, scan, scrutinize, size up, consider, contemplate, ponder, study, weigh p. 154
(Webster's Collegiate Thesaurus, 1976)

2. "Comparing and contrasting is integral to the thinking process, and we are constantly engaging in this activity as we attempt to organize and make sense of the world....Whenever we select an item on a menu, a purchase from the grocery store, or a seat in a theater or on a bus, we are automatically looking for similarities and differences among the various items from which we are selecting, and these similarities and differences will guide us in making our decision.

"Of course, we do not always engage in a systematic process of comparison and contrast....we sometimes make decisions impulsively, without any thought or comparative examination....when we engage in a critical and comparative examination, we gain information that can help us make intelligent decisions....When making comparisons, there are pitfalls we should try to avoid: incomplete comparisons....and selective comparisons." (John Chaffee, Thinking Critically, Boston: Houghton Mifflin, 1985, pp. 346-349)

3. "The making of comparisons (finding similarities) and contrasts (seeing differences) is almost automatic in all our thoughts and actions....Because we are so accustomed to this form of thinking, we rarely articulate it to ourselves. Instead, we note one or two factors and arrive at a conclusion that will support our action.

"Which such a cursory review of the facts is sufficient for most of our daily activities, the kinds of thinking you will be called upon to do in college require that you give more explicit considerations to all the facts involved on both sides of a comparison or contrast. This way of investigating is particularly valuable for understanding new experience....

"There are a few principles that you need to keep in mind as you think and write in this form. First, the items to be compared or contrasted need to have some relationship to each other....

A far more important problem is deciding which points in a comparison and/or contrast should be considered significant and which should be regarded as superficial...." (Tom Anselmo et al., Thinking and Writing in College. Boston: Little, Brown and Company, 1986, pp. 144-145).

4. 3 ways to organize when comparing and contrasting
   a. Describe one item, describe the second item, summarize the similarities and differences.
   b. Consider first how the items are similar, then how they differ.
   c. Compare and contrast one feature of both items, then go to a second feature and on down until all the features have been considered.

5. Compare/Contrast Charting
   When comparing and contrasting several features of two items, it is easy to get confused, lost, or repeat yourself. Making a chart can help keep things organized.

6. Let's synthesize what we have found. Synthesis is a higher level thinking skill. Here is what one source says about synthesis.

   "In synthesis, you begin with several separate sources of information...and you proceed to analyze each individual point of view and each conception of the topic. In the long run, however, your object is not to present individual summaries of every source, but rather to incorporate them all in a new essay that is designed to represent a variety of opinion. Your thorough presentation of the topic counts more than the contribution of any single author. If the process of synthesis has been complete, coherent, and impartial, readers of a single synthesis essay can learn just as much about the overall topic and learn it more quickly than they would by reading each of the source materials....

   "In many ways, comparison resembles synthesis. In both, there is an underlying assumption that some fruitful conclusion must result from examining the ideas of several people, and there is also the same search for a single vantage point from which to view these separate sources. However, there is an important difference. While the writer of a synthesis to a large extent constructs a new work out of the materials of the old, the writer of a comparison leaves sources as intact as possible throughout the organizational process, so that each can retain its individuality. The components of a comparison are set out, examined, and rearranged; but they remain individually identifiable, rather than reduced, broken down, or chewed up." (Brenda Spatt, Writing from Sources, NY: St. Martin's Press, 1983, pp. 266-267)

6. Your synthesis. Try your hand at a synthesis of items 1 - 5 on this and the previous page. Write on a separate sheet before reading further.

7. My synthesis
   a. Compare and contrast are two parts of a thinking process which involves close examination of two items, sometimes more.
   b. Compare focuses on how the items are alike, similar, the same; contrast focuses on how the items are different.
   c. There are related terms which suggest thinking processes which can be used in comparing and contrasting; examine, inspect, observe, scan, scrutinize, consider, contemplate, ponder, study, and weigh.
   d. We compare and contrast so often that we may not be aware of exactly how we do these types of thinking.
   e. College assignments which request compare and contrast do not differ in the essentials of everyday comparing and contrasting but do probably differ on these dimensions; more thorough, unbiased, accurate.
   f. Making a chart can be useful with complex topics.
   g. There are at least 3 ways to organize a presentation when comparing and contrasting two items.
   h. Did you find more information?

8. Tree Diagram.

COMPARE AND CONTRAST

Compare	Contrast
alike	differ
similar	not the same
the same	unalike

observe
examine
inspect
scrutinize
consider
study
weigh
ponder
contemplate

Everyday thinking vs. college thinking [more thorough, unbiased, accurate]

1. Describe characteristics of a, then b. Then note how a and b are alike and different.

2. Describe all the similarities of a and b. Describe all the differences of a and b.

3. Select criteria and indicate on each if a and b are alike or different.

V. FINDING THE CAUSES OF MENTAL ILLNESS — IRC SEARCHING

Write: Search to find answers to this question: "What are the possible causes of mental illness?" Spend at least 3 hours finding answers in HCC's IRC and make note cards to turn in on what you found. (You can do these notes on 8 1/2 by 11" paper if you wish.) Use at

L.O. least 3 sources (also include call numbers). Provide correct bibliography cards for the 3 sources. Write a beginning outline of what you found pulling from all 3 sources. In your outline indicate which ideas come from which sources. For each note card you write identify the source and put down the page number for the information.

Example of Outline:

A. Physical causes:
1. Infectious diseases
   a. Syphilis - Source 1, p. 412
   b. Meningitis - Source 1, p. 412
   c. Encephalitis - Source 2, p. 378

2. Injury
   a. Head injury - Source 2, p. 112; Source 3, p. 191-192.

Example Note Card:

Schizophrenia
1. Social class (pp. 345-348) (Front)
2. Schizophrenia mother (pp. 348-350
3. Excess dopamine activity (pp. 354-357)
   from Davidson and Neale, 1986

Davidson, G. & Neale, J. (1986). (Separate Card)
Abnormal psychology, (4th ed.).
NY: Wiley and Sons, Chapter 14
RC 464: D3

VI. I NEVER PROMISED YOU A ROSE GARDEN WRITTEN ASSIGNMENT — ANALYSIS PAPER

Write: Answer these questions after reading the book.

Provide a title page, and a References page. For each answer provide a page number in parentheses at the end of each different piece of information.

1. What is the significance of the title?
2. What did you learn about life in a mental hospital? List at least 4 ideas (30 words for each idea). Cite the page # for each idea.

L.O.

3. List what you see as the possible causes of her mental illness? List at least 6. Cite all of the relevant pages for each possible cause.
4. Describe in a brief essay the key characteristics of the therapy Deborah received. Cite the pages for each idea.
5. Compare and contrast the therapy for Deborah with what Dibs received. Use proper citations. Include a purpose statement. Show how the 2 therapies are the same and then how they differ.

Note: We see Deborah's inner world of Yr with its own gods, mortals, and language. "Uguru" means "dog-howling" and implies loneliness. Deborah's behaviors appear bizarre to us but "makes sense" when viewed in the context of her inner world. Don't worry about understanding her inner world.

VII. **"IS THERE NO PLACE ON EARTH FOR ME?" MENTAL ILLNESS AND THE FAMILY.** — **ANALYSIS PAPER**

WRITE A through D to hand in.

A. Write three examples of the impact of Sylvia's mental illness on her family. List the examples 1., 2., and 3. Each example must be more than 50 words in length, in your own words, and be followed by a proper citation.

L.O. B. Write two important things you learned or relearned about mental hospitals from this book (50 words for each thing learned, provide citation at the end of each thing learned).

C. Write two things you learned about treatment with drugs or write two things you learned about mental illness from the book (50 words at least for each thing learned, followed by a citation).

D. Write a Title page and a References page. Do not do this assignment on note cards.

VIII. **THE PROS AND CONS ON ECT** **ANALYSIS**

ECT (electroconvulsive shock therapy) is a type of treatment for depression. There is disagreement about its value.

I. **Use the two class handouts and then two IRC sources to come up with a list of pros and cons about the use of ECT for depressions. Include a**

L.O. **Title Page, References Page, and cite each pro and con (provide a citation for each idea).**

II. **Pull together in a short essay a documented answer to "How effective**
L.O. **is ECT for treating depression?"**

Example: for I.

Pros:

1. People with medical complications, such as heart disease, and who can't take certain drugs, can have ECT (Sackeim, 1985, p. 38).

2. ECT can help 70-80% of people who suffer major depression (Sackeim, 1985, p. 38). ECT has an improvement rate of 80-90% (O'Connor, 1985, p. 19). Davidson and Neale (1986, p. 560) report "In most studies it (ECT) has been found to be a therapeutically effective as the standard procedure (Inglis, 1969, Abrams, 1975)." The meaning of "standard procedure" is not explained by the authors (a critical evaluate comment).

Hint: Review earlier pages on compare and contrast.

IX. ONE FLEW OVER THE CUCKOO'S NEST — LOCATING RELEVANT INFORMATION

A. FACTS ABOUT "THE ANTISOCIAL PERSONALITY" ASSIGNMENT.

There are two assignments on this book. The second is to list the characteristics and situations that you believe answer this question: "Was McMurphy insane?" To prepare you to answer that question you will need to read up on the anti-social personality. That is what this assignment involves.

Specific Requirements

1. Locate in the IRC and read two or three abnormal psychology textbooks that have sections on the anti-social personality (sometimes called aggressive behavior or aggressive personality, sociopath, psychopathic personality).

L.O.

2. After studying the relevant material, WRITE in a list the key points described about this type of personality. Do at least 12 ideas. Provide a citation.

Example:

a. This behavior pattern occurs more often in males than females (Price and Lynn, 1986, p. 382).

b. Impulsiveness and disregard for rules are additional characteristics (Price and Lynn, 1986, p. 383).

c. Despite occasionally disregarding authority and rules, only a few get into trouble with the law (Price and Lynn, 1986, p. 383).

d. These personalities indicate low levels of guilt or anxiety on personality tests (Gallatin, 1982, p. 515). (Altrochi, 1980, p. 604). Note: 2 sources agree here.

3. Turn in a Title page, list of key ideas with citations, and a References page (use 2 or 3 abnormal psychology textbooks).

over please

B. **IS MCMURPHY MENTALLY ILL?** **MAKING A JUDGMENT**

As you read the book, look for specific examples that help you answer this question in class discussion. Also write your answer and include a listing of examples with the page numbers.

Specific Requirements

1. **Your name and date in the upper right hand corner.**
2. **Your answer in a sentence on the top line.**
3. **A listing of relevant examples from throughout the book (at least 8 examples). If you believe McMurphy was not mentally ill, cite 8 other examples besides the 3 below.**

L.O.

4. **Provide the page number for each example.**

Examples of 3 ideas

Sam Stun
May 1, 1987

McMurphy was not mentally ill.

1. He goes into the mental hospital to escape prison. pp. 13, 14, 18, 69, 99
2. He quickly caught on to the real purpose of the group therapy. p. 55
3. He had no previous psychiatric illness. p. 45

over please

C. **SELLING THERAPY TO THE SOCIOPATH (Source Unknown)**

WARDEN: "Don't you think it would be a good idea for you to have a few sessions with our psychologist?"

SOCIOPATH: "Me? There's nothing wrong with me! I don't think I'm Julius Caesar or the Virgin Mary. I don't need a shrink.

WARDEN: "No, but you've certainly been a constant source of grief to other people, and yourself, too. How do you think your parents felt when you kept stealing things from friends and relatives?"

SOCIOPATH: "They were just a little embarrassed. That didn't hurt 'em any. It may have been good for them."

WARDEN: "Your record says you took your grandmother's rings and sold them. She apparently loved you. She must have felt terrible both about losing her wedding and engagement rings and about your being the one who stole them."

SOCIOPATH: "They were insured, and I needed the money. The old man never gave me enough spending money. It was really his fault for being so tight."

WARDEN: "And what about all those old widows who bought that worthless stock from you? You took away their life savings."

SOCIOPATH: "They were too old to enjoy the money, and they can get social security or welfare."

WARDEN: "All those women you married and walked out on weren't old. You even left at least two of them with babies."

SOCIOPATH: "I wouldn't have done it if they hadn't kept bugging me. All of them kept telling me to do this, and do that, and go get a job."

WARDEN: "You've spent a good part of your life in jails and prisons. Maybe some therapy would make it possible for you to spend the rest of your life on the outside, after this term."

SOCIOPATH: "Can psychologists tell you how not to get caught?"

WARDEN: "I don't know about that, but I'm sure Dr. Allison can help you. She's really dedicated to helping guys like you make a better life for themselves. And the parole board looks favorably on applicants who have requested psychological help."

SOCIOPATH: "Well, I guess I have done some pretty bad things and ought to think about trying to be a better person. Maybe I'll give it a try. And you say this shrink is a female? How old is she?"

X. PSYCHOLOGICAL FACTS AND MENTAL ILLNESS RESEARCH — ANALYSIS
IRC SEARCHING

Write: Using any IRC sources find and then summarize 3 psychological facts dealing with research on mental illness. At least one of the psychological facts needs to be an experiment and the other two can not be individual case studies.

Write first the source you read and then describe the full psychological fact (be sure to include the citation, description of the study, and the results); the next source and its psychological fact; and then the third source and its psychological facts. Use at least two sources for the 3 different psychological facts. Write a
L.O. Title Page and References Page. ((After each psychological fact include at least 2 critical evaluative comments relevant to each psychological fact from Steps 3 and 5 from the Critical Evaluation booklet if you have completed this booklet.))

Hint: Some Abnormal Psychology textbooks present only tentative psychological facts. You may want to check several Abnormal Psychology textbooks and more detailed books in the RCs and the RJs. You may want to check some Reference books (Ref RC, Ref RJ).

Alternative Assignment:

If you have not completed Getting the Facts, then do this assignment.

Write: Write 4 things learned on either multiple personality or
L.O. autism. Read for 1 hour and then write your answer. You may use just 1 source or you could use several. Turn in a Title Page and a References Page.

XI. MENTAL HOSPITALS — SYNTHESIS PAPER

This paper is practice for the Integrative Paper (the final paper).

Mental hospitals have been encountered in several case studies, articles, films, and books. Write a short essay, 600 to 800 words, on some aspect of mental hospitals using at least 4 sources plus On Being Sane In Insane Places (for a total of 5 sources). If you wish to do some LRC research, that is fine but it is not expected.

L.O. Select some aspect of mental hospitals, develop a central idea, create key points, write an integrated essay on your topic, provide correct citations for all ideas using the psychology citation format, and where applicable use your critical evaluation skills.

Specific Requirements

1. Title page.
2. Develop an attention grabbing introduction.
3. Underline your statement of purpose (this would include your central idea).
4. 600 to 800 words, on some aspect of mental hospitals.
5. Use psychological citation format for all ideas used and for direct quotes, although no more than 5% of your paper can be directly quoted.
6. Spend time on organizing your essay. Include some critical evaluative comments.
7. Include a summary at the end of your paper.
8. Do a References Page (at least 5 sources).
9. Turn in all rough drafts and your final copy paperclipped together.

XI. THE INTEGRATIVE PAPER SYNTHESIS PAPER

A. There is no final exam in Abnormal Psychology. Instead the time spent studying for and taking a final exam will be used to write an integrative paper.

What is an integrative paper? An integrative paper involves selecting a topic that occurs in at least 3 of the major case studies read during the course and then pulling out all of the relevant information from the case studies to better understand the topic. In addition, you are to integrate information from the films and other readings in the course. Also you are to use your library searching skills to collect at least 3 library sources relevant to your topic. Besides citing evidence and examples from the case studies, you may be citing theories and ideas from various sources. A requirement of this paper is that you cite at least <u>two</u> psychological facts.

In brief, in an integrative paper you pull together into a synthesis information from a variety of sources to provide you and your reader a better understanding of your topic. Productive group discussions can make this paper easier. Ask me how.

B. GENERAL CRITERIA

1. 10 to 14 page paper (number the page), a title page (1), a Preface on a separate (1), an outline on a separate page (1), 6 to 10 pages for the body (Typed or its Equivalent), References page (1).

2. Pull together information on one topic from at least 3 of the case studies, at least 3 films shown in class, at least 2 abnormal psychology textbooks, and at least 3 other LRC sources for a total of 11 sources. You may use other articles and books read for this course.

3. <u>Type if at all possible</u>. Turn your paper in on time. If your paper is not in on the due date, it earns two lates. If you can't get to class, be sure your paper does or it earns one late.

C. SPECIFIC CRITERIA AND SUGGESTED STEPS TO DO WELL ON THIS PROJECT

1. Keep good records during the course.
   a. Underline and mark in your books.
   b. Make notes for discussions and add to those after discussions.
   c. Take notes on instructor comments relevant to your topic.
   d. Keep all written homework in one folder as it is returned.
   e. Keep in mind your topic across the course to be alert for ideas.

2. Select a topic of interest to you that occurs in at least 3 of the four major case studies. Since you will not know for sure what is in each case study, here are some of the topics previous students wrote on and a few additional suggestions. You may use one of these or develop your own topic.
   a. Importance of mother love.
   b. Suicide and suicide attempts.

over please

c. Depression.
d. Types of therapy.
e. Causes of mental illness.
f. Influence of parents.
g. The difficulty in defining mental illness.
h. The influence of mentally ill persons on their family.
i. Psychotherapists.

3. Secure my approval for your topic by the 10th week.

4. Analyze the various case studies for all of the relevant information on your topic. You might want to start early in the course.

5. Analyze two or three abnormal textbooks for relevant information.

6. Review the notes you made on the films you saw.

7. Select any 3 other sources (articles, reference books, handouts, reviews, or other books) and analyze them to find relevant information.

8. Develop your statement of purpose and an outline.

9. Secure my approval for your outline by the 12th week. See the red handout for outlining. Do not outline by source, do topics.

10. Pull together the relevant information, synthesize what you have discovered, critically evaluate the information you present, and avoid plagiarism. See the pages on plagiarism and the booklet on critical evaluation. Use your own words (no more than 10% may be directly quoted).

11. Revise and rewrite your first draft.

12. Polish your revisions.
    a. Write a descriptive title and put it on the title page along with your name in the middle of the page, data, instructor's name. Put the class, date, and instructor's name in the lower right hand corner.

    b. Write on 2nd page your Preface. In the Preface indicate the scope and limitations of your paper. Indicate you are integrating information from 3 case studies read in class along with information from films and the LRC. State what your purpose is.

    c. Do a topic outline on the 3rd page.

    d. Write an attention-grabbing introduction (often this is the last paragraph written). Usually an introduction is one or two paragraphs. (must be at least 3 sentences).

    e. Indicate the purpose of your paper and define any important terms next. Underline your purpose statement. Provide an overview of what you will discuss right after or as a part of the purpose.

over please

f. Clearly explain your key concepts. For example, if you are describing play therapy, then describe the major elements in at least a paragraph before citing specific example from Dibs.

g. Continue with the body of your paper. 1) Accurately summarize the relevant information from the case studies, 2) Use proper citations (all ideas must be cited - author, year, page and put the citation before the information.) 3) Avoid plagiarism. 4) Clearly separate your views from the views and evidence of your sources. 5) Underline the citation for both of the psychological facts.

h. Develop a well-written paper with conclusions.
   1) Use well-developed paragraphs.
   2) Use topic sentences.
   3) Use transitions between topics. Tie the topics together.
   4) Base your conclusions on the evidence you have cited.
   5) Do not use "I." Use "this writer."
   6) Do not write in an informal manner.

i. Prepare a set of reference sections: References Used, References Read, References Unavailable. Do not number the reference. Put them in alphabetical order.

Synthesis - A pulling together of information, integration of information.

Your citation for an integrative paper would look like this:

Sources 1, 1, 2, 3, 1, 4, 2, 5, 1, 3, 3, 4, 5

Not like this:

Sources 1, 1, 1 2, 2, 2 3, 3, 3, 4, 4, 4 5, 5, 5

If this is not clear, please ask.

XIII. **EIGHT IMPORTANT THINGS YOU LEARNED FROM THIS COURSE** **ANALYSIS SYNTHESIS**

Write: Describe the 8 most important things you learned from this course. Think carefully. Look both at the content, the learning process, and yourself. For homework write out an explanation of what you learned (40 to 150 words) to turn in for each important thing learned. Provide citations for each idea with page numbers,

L.O. if applicable. In class you will describe the 8 things you learned to fellow class members. They will also be describing their ideas to you. The verbal description in class should take from 1 to 2 minutes. Define your concept or explain the idea; cite examples across the course; explain the importance of ideas, and describe any relevant research or applications you know of. Select at least 2 topics dealt with in more than one source. Give this assignment some thought before writing.

HINTS:

1. Impress your listeners with your understanding of what you have chosen to describe.

2. Do not pick too narrow or too broad a concept or idea.
   Too broad: mental illness, types of therapy, a full book.
   Too narrow: citation, card catalog, 6th step of critical evaluation.
   Just right: ECT, treatments for depression, schizophrenia symptoms, defining mental illness, Dibs and his father, multiple personality, any film, any article.

EXAMPLES:

1. I learned that very disturbed people can be helped to mental health with a caring, committed psychotherapist. The particular brand of psychotherapy may not be as important as the care and commitment of the therapist. For example: Dibs (Axline, 1964, 41-44, 69, 154, 212-214); Deborah (Green, 1964, 17-19, 137, 186, 254-256), Conrad in the film shown in class 'Ordinary People.' ((In the class verbal answer I will cite specifics from the pages listed here.))

over please

2. Mental hospitals can be harmful to patients' mental health. Unless persons find doctors who will follow through on their case and their responses to the medication, it is not likely that they will get well.

   (Sheenan, 1983; Rosenhan, 1973; Bell's Abdul; Kessey, a work of fiction is not evidence but I do think it fits with the ideas of the Sheenan case study and Rosenhan's research.) ((In class I will explain examples from the 3 sources to support my views.))

3. Abnormal behavior is difficult to describe. What is abnormal to one person may not be to another. Different cultures have different ideas of what is abnormal or abnormal. However, there are some general classifications that abnormal behavior can be put into:

   a. Defective cognitive functioning - this includes impaired reasoning, perceiving or remembering.
   b. Unusual social behavior - when behavior deviates from the social norms.
   c. Subjective distress - The person reports having trouble dealing with emotions, such as anxiety, anger, sadness, and fear; the person reports being unhappy.
   d. Poor self-control - Persons are not able to accomplish what they want to and were previously able to do so.

   These classifications are vague but do give me a general idea of what the patient is experiencing. (The short statement in Promises by Bobby also said what it was like to be mentally ill.)
   (Altrocchi, 1980, p. 3) ((In class I will summarize my answer written here.))

4. I learned some important skills of paper writing. I learned how to better find information in the library and in books; I learned how to cite sources; I learned how to find evidence to support my view; and I learned how to do a correct References page. Before taking this course I never really knew how to cite references. I knew that I was supposed to do it, but I didn't know how.
   ((In class I will use this as my answer.))

ERIC Clearinghouse for
Junior Colleges AUG 05 1988